

Key Learning Area (KLA)	Outline
Driving Question: How can we build a better future? Focus: Environment	
Religious Education	<p>The Reign of God: Reaching out in Justice This unit explores the Church's mission to build a just world. Justice is an important element in bringing about the Reign of God. Students will explore examples of injustice and how the Church continues the mission of Jesus by working for justice.</p> <p>Creation: A Change of Heart This unit explores creation as a gift from God, which we are called to protect and care for. Students will identify issues of misuse & mismanagement in the environment and explore how we, as stewards of creation, can respond appropriately and compassionately. The unit will introduce the concept of 'ecological conversion' which calls us to change the ways in which we relate to the whole of God's creation.</p>
English	<p>Students learn to critically analyse and respond to texts, with a focus on multimodal and visual texts. They explore the ways in which texts are structured and presented to communicate ideas and influence viewers. This term, our writing will focus on informative texts and poetry. Explicit instruction in reading, writing, speaking and listening, and grammar and punctuation will be integrated throughout lessons.</p> <p><u>Library</u> The focus text for this term is 'Cyclone' by Jackie French and Bruce Whatley. The book explores the impact that nature has on our environment and reflects on the strength of the Australian spirit. We will also celebrate Book Week August 20-26th – Dreaming with eyes open ...</p> <p>Author visit - Mark Greenwood Tuesday 16th August</p>
Mathematics	<p>Weeks:</p> <p>1 & 2: Whole Number, Two-Dimensional Space, Angles 3 & 4: Addition & Subtraction, Three-Dimensional Space 5 & 6: Multiplication & Division, Area 7 & 8: Fractions & Decimals, Length 9 & 10: Patterns & Algebra, Chance</p>
Geography (Semester Two)	<p>Factors that Shape Places Students investigate how people change the natural environment in Australia and other places around the world. Students examine ways people influence the characteristics of places, including the management of spaces. Students explore the impact bushfires have on Australian people, places and environments and propose ways people can reduce the impact of bushfires in the future.</p> <p>Inquiry Questions:</p> <ul style="list-style-type: none"> • How do people and environments influence one another? • How do people influence places and the management of spaces within them? • How can the impact of bushfires or floods on people and places be reduced?

Science & Technology	<p>Changes to the Earth's surface</p> <p>Stage 3 of the Earth and Space strand focuses on Earth's place in the solar system, changes on its surface caused by natural disasters and the exploration of how these may be mitigated.</p> <p>Focus Question: How do sudden geological changes and extreme weather events affect the Earth's surface</p>
Personal Development, Health & Physical Education (PD/H/PE)	<p><u>PD/H/PE (theory)</u></p> <p>Students will study the following areas:</p> <ul style="list-style-type: none"> • Healthy communities, focusing on safety in the outdoors, sun safety and stranger danger. • 'We are all unique' - a topic that celebrates the individuality of each student and recognises the gifts they have to share with others <p><u>PD/H/PE (practical)</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • be tested on their fitness via completion of a beep test • focus on the skills associated with Oz tag and then be assessed on their ability to master the skills of the game • Study the history of bush dancing and learn several dances before showing knowledge gained in performing the dances learned
Languages (Semester 2 - 5 Blue, 5 Green, 5 White)	<p>This semester, students of French will develop an understanding of the values and practices of their own and other cultures. Students will investigate various aspects of cultural and language practices and record and present them using a variety of strategies. Their awareness and desire to explore beyond their own experience will help them to appreciate the diversity and commonality that exists between cultures. Students will be involved in language activities such as composing and presenting short role-plays, participating in question-and-answer activities, reading simple texts and using bilingual dictionaries. Students will communicate in French in familiar social and classroom situations, and understand and respond to short texts based on simple language structures set in familiar contexts. They will compose simple coherent texts using basic sentence structures which include features of learnt oral and written language.</p>
Creative Arts – Music	<p>Learning activities touch upon concepts of Duration (rhythm & tempo), Pitch, Dynamics, Timbre, Texture, Structure as well as Style. These concepts are explained through varied activities and provide opportunities for an exploration of an integrated approach to the learning experiences of Performing, Organising Sound and Listening.</p>
Creative Arts - Visual Arts (Semester 2 – 5 Black, 5 Gold, 5 Red, 5 Orange)	<p>Students inquire into the subject matter of birds and develop ideas for artworks based on the study of artists who explore ornithology (the study of the aesthetics qualities and visibility of birds) and totemism (system of belief in which humans are said to have kinship or a mystical relationship with a spirit-being). After investigating the artistic practice of David Boxley students will work in the 2D form, planning and developing a design for a Bird Totem. Working in the round (3D) students will construct their Bird Totem using clay.</p>